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ABSTRACT

Guidelines and activities to assist Iowa secondary school language arts teachers in integrating state-mandated nonsexist, multicultural education can be adapted by teachers in all states. Course descriptions are provided for four courses: a freshman core literature course, introduction to the novel, great books, and mass communication. Several activities to accompany each offering are also provided. This document is one of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (LP)

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Incorporating the Multicultural, Nonsexist Guidelines into the Language Arts Curriculum

Grades 9-12

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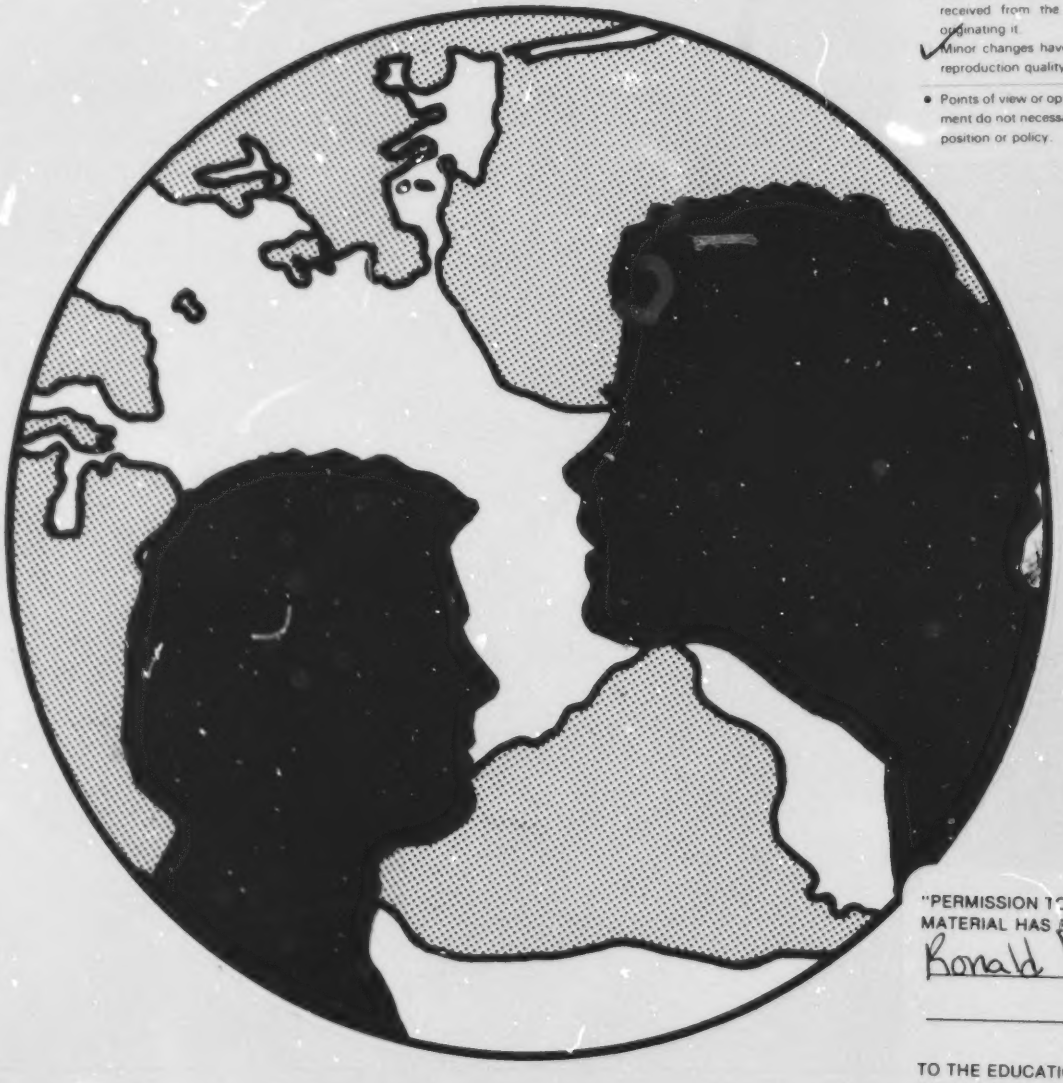

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By 1985 Iowa school districts are required under section 257.25, Code of Iowa, to develop a Multicultural, Nonsexist Curriculum. The law itself (670-3.5 257) reads in part:[1]

3.5(5)

A. MULTICULTURAL APPROACHES TO THE EDUCATIONAL PROGRAM.

These shall be defined as educational processes which promote the understanding and appreciation of the cultural diversity of our pluralistic society. Within the total multicultural educational process, special emphasis shall be placed on the following groups: Asian American, Black American, Hispanic American, and Native American and on the handicapped. The educational program shall be characterized by practices which provide equal opportunity for all participants regardless of race, color, age, national origin, religion or handicap.

B. NONSEXIST APPROACHES TO THE EDUCATIONAL PROGRAM.

These shall be defined as educational processes which foster the knowledge of, respect and appreciation for the historical and contemporary contributions of men and women to society as well as those educational processes that reflect the wide variety of roles open to both men and women. The educational program shall be characterized by practices which provide equal opportunity to both sexes.

3.5(6)

The curriculum structure and content, instructional materials, and teaching strategies shall reflect the contributions and perspectives of men and women and diverse racial or ethnic groups to the instructional program. Where sex or cultural-racial stereotyping exists in instructional materials, it shall be brought to the attention of the student and supplementary materials shall be used to offset the stereotyping. Multicultural, nonsexist instructional materials shall be adopted at the first opportunity. The curriculum shall include activities which promote an awareness of sexism and cultural-racial bias in the English language.

[1] A DPI Special Report, " 1001-1)8807-4/79, April 20, 1979

In other words, the plan is designed "to help schools create an atmosphere for learning which is devoid of sexist, racist and ethnic prejudices. And it should help all students understand their own cultural uniqueness, and prevent boys and girls from being conditioned into stereotyped roles and careers."[2]

The jargon of the lawmaker is intimidating at least, paralyzing at most. The teacher of language arts, however, begins the task of incorporating the Multicultural, Nonsexist (MC,NS) guidelines into a curriculum whose goals and objectives already strive toward many of the same needs. Many of us have been teaching these things for years. What's needed is a systematic approach to help language arts teachers identify those areas of the existing curriculum that fall into the MC,NS category, then specifying objectives for them (if none exist), and supplementing areas where necessary. Such a task might include the recognition of sexist or racist instructional materials such as textbooks and films.

What follows is an attempt to systematize efforts with a view toward making the efforts of others easier.

[2]"School districts must provide multicultural, nonsexist program," ISEA Communique, April 1980, p. 4.

STEP 1

Don't be intimidated by the task before you. Good language arts teachers have incorporated these objectives into their curriculum for years.

STEP 2

Get hold of some sample goals and objectives (see Appendix A). Read them carefully once. You will find that your mind will be joggled by the familiarity of some. Then go back over those sample goals and objectives and annotate those you can incorporate into your own courses.

STEP 3

Rough out the MC,NS goals and objectives for the course(s) you teach. Incorporate the activities you do which fall under those objectives.

STEP 4

Evaluate your progress so far. In weak areas, units, courses, etc., plan to move to Step 5.

STEP 5

Develop new activities, units, and/or materials. See Appendix B. Two NCTE publications have proven useful: Sexism and Language (Nilson etal., 1977) and Classroom Practices in Teaching English 1976-1977: Responses to Sexism (Calpp, ed., 1976).

STEP 6

Evaluate print and non-print materials for sexist, racist content. Do not discard or eliminate. Those old chestnuts have value; films are difficult and costly to replace. Be prepared to point out to students, however, those areas which are offensive. Included in

Appendix C are guidelines for identifying racist and sexist materials.

STEP 7

Turn in your materials to your principal and wait for a well-deserved pat on the back.

CORE LITERATURE

A one semester required course for freshmen

Goal 1: To assist students to develop positive and realistic self-concepts regardless of race, sex, cultural background or disability. This self-concept should be based upon an understanding and valuing of their own personal and group identities, as well as a greater awareness of their values and the reltionship of those values to their everyday decisions and actions.

Objectives

A. The students will explore their own personal and group identities in order to develop positive but realistic perceptions of themselves in relation to their physical and social environment. This will be accomplished through the introduction of a 3-week mini-unit, "Identity," from the Designs for English series. The readings and group activities will foster a knowledge of self.

B. The students shall explore their personal and cultural values and the degree to which their everyday behavior mirrors those values. Inherent in the "Identity," unit is an identifiction of values.

Goal 2: To assist students to understand that both sexes, diverse racial/cultural groups and the disabled have made valuable contributions to the heritage of the United States and that this rich diversity enriches and strengthens our country. Inherent in this goal is the exposure of students to a broad range of lifestyles regardless of their sex, race, cultural heritage or disability.

Objectives

A. Students will demonstrate an awareness of the valuable and unique contributions that diverse racial/cultural groups, both men and women, and the disabled have made to their lives. The content of the basic textbook, Insights, reflects a broad range of racial/cultural, disabled, and female contributions to society. One unit, "With What You Have," stresses individual contributions regardless of handicaps. Racial/cultural diversity are represented in "Why Don't You Wear Shoes," by Daniel Inouye; "The Mexican," by Jack London; "A Boy Who Was Traded for a Horse (George Washington Carver," by James Childers; "Thank You, M'am" by Langston Hughes; "Jazz Poem Two," by Carl Hines. Disabled problems that are overcome with dignity are represented in two works about Helen Keller, The Miracle Worker and her own account, "How I Learned to See."

B. Students will acquire an understanding of how involvement and perspectives of diverse cultural/racial groups and both women and men enriches and strengthens society. In two units, "Call To Adventure," and "Moments of Decision," works by, and/or about diverse groups provides a springboard for understanding.

"Through the Tunnel," Doris Lessing

"The Pole," Matthew Henson (Black), an autobiographical account

"The Street of the Canon," Josephina Niggli (Mexican)

"Woman of Iron," about pioneer Tabitha Brown

"The Rattlesnake," Mari Sandoz

"Kansas Boy," Ruth Lechlitner

"Number One Son," about Indian culture

Winter Thunder, Mari Sandoz, about a young woman's success in helping her students survive a blizzard.

The Light in the Forest, about Indian culture

Goal 3: To assist students to understand that all persons are members of the human race and have common needs, feelings and problems, while at the same time stimulating their respect for the uniqueness of each individual and cultural group. Inherent in this goal is the awareness that racism, sexism, cultural bias and bias toward the disabled are a social phenomena.

Objectives

A. The students will identify those needs which are common to all human beings regardless of race, culture, sex, or disability and develop respect for the uniqueness of each human being which is fostered by unique personal and group experience. The classroom atmosphere is one of courtesy to others. A respect for the opinions of others is encouraged. Put-downs are discouraged and avoided by the teacher. The teacher's behavior provides a model for the students in being accepting, tolerant, open-minded, and caring. This behavior is exhibited to each student, regardless of ability, sex, cultural/racial origin.

B. The students will acquire an awareness of sex, race, culture, disability and personal experience as factors in the development of customs and value systems. They will demonstrate respect for the values and perspectives of other persons and groups that may differ from their own

Goal 4: To assist students to develop positive interpersonal and intergroup communication techniques as well as a motivation to play an active role in the solution of societal conflicts. Inherent in this goal is the understanding that present societal conflicts are a condition of centuries of cultural and group conditioning, and that improved human relations depends upon increased intergroup and interpersonal communication, understanding and cooperation.

Objectives

A. The students will demonstrate interpersonal communication skills such as: listening skills, humane expression of criticism or point of view, and empathetic feedback. They shall learn to avoid common barriers to positive interpersonal and intergroup communication.

B. Students will practice and improve their group solving and conflict resolution skills. They shall develop a reliable foundation for making ethical judgments and decisions.

C. Students will acquire an awareness of their duties, rights, responsibilities and privileges as members of a multicultural, nonsexist society.

D. Students will be motivated to become actively involved in the discussion and resolution of contemporary and future social issues.

Two mini-units were purposely introduced into this course to implement these objectives, among others. Excerpts from the introduction to Designs for English, by Martha Pomainville, Cynthis Blankenship, and Barbara Stanford (Bantam Books), explain:

> ORAL COMMUNICATION SKILLS
>
> A major advantage of Designs for English over the traditional English program is the extensive training and practice afforded students in oral communication skills. "Interaction" is designed as an introductory unit to teach the basic skills of group interaction: organizing a group for effective work, leadership, active listening, and the use of techniques such as brainstorming and reaching consensus. And all units develop individual students'skills in leadership, group participation, and group problem-solving. Since students are meeting in small groups, each member will have much more opportunity to talk than in a traditional classroom. And since the lessons are carefully constructed and evaluated, students learn to discuss productively.

SKILLS FOR LIFELONG LEARNING

Many students studying Designs for English will be nearing the end of their formal education. Those going on for further education will be expected to work much more independently. Another major advantage of Designs for English is that it provides deliberate training in the skills of self-directed learning. Most teachers recognize the need to provide opportunities for high school students to work independently, but are disappointed when students are unable to organize their time effectively. Designs for English recognizes that there are a number of skills that individuals need to enable them to work effectively on their own. The program teaches these skills, while providing a structure where the unskilled student can also work successfully. Planning is one skill necessary for effective self-direction. In each unit, students are guided through a carefully designed planning meeting. By the time they finish, they should recognize the importance of planning and be able to follow the steps on their own. Most units combine carefully structured meetings with meetings that require students to take initiative. Self-evaluation, another skill necessary for self-directed learning, is provided for as well.

INTRODUCTION TO NOVEL

A one semester course for sophomores

Goal 1: To assist students to develop positive and realistic self-concepts regardless of race, sex, cultural background or disability. This self-concept should be based upon an understanding and valuing of their own personal and group identities, as well as a greater awareness of their values and the relationship of those values to their everyday decisions and actions.

Objectives

A. The students will explore their personal and cultural values and the degree to which their everyday behavior mirrors those values. A mini-unit, "Loneliness," from the Designs for English series help students explore their feelings through reading and group activities.

Goal 2: To assist students to understand that both sexes, diverse racial/cultural groups and the disabled have made valuable contributions to the heritage of the United States and that this rich diversity enriches and strengthens our country. Inherent in this goal is the exposure of students to a broad range of career roles and lifestyles regardless of their sex, race, cultural heritage or disability.

Objectives

A. Students will demonstrate an awareness of the valuable and unique contributions that diverse racial/cultural groups, both men and women, and the disabled have made to the historical and contemporary heritage of society.

B. The students will explore a broad range of life-styles regardless of their sex, race, cultural backgrounds or disability.

C. Students will acquire an understanding of how the involvement and perspectives of diverse cultural/racial groups of both women and men enriches and strengthens society. All these objectives are accomplished primarily through the content of the course. A variety of novels which reflect diversity are read. Two novels are by women: O Pioneers! (Willa Cather) and Hatter Fox (Marilyn French). The latter details the troubles and life-style of a young Indian girl. John Steinbeck's Of Mice and Men explores the world of the mentally retarded. A Designs for English mini-unit, "Women and Men," helps students analyze in-depth values, stereotypes, sexism, etc., through individual reading and group activities.

Goal 3: To assist students to understand that all persons are members of the human race and have common needs, feelings and problems, which at the same time stimulating their respect for the uniqueness of each individual and cultural group. Inherent in this goal is the awareness that racism, sexism, cultural bias and bias toward the disabled are a social phenomena.

Objectives

A. The students will identify those needs which are common to all human beings regardless of race, culture, sex, or disability and develop respect for the uniqueness of each human being which is fostered by unique personal and group experience. The classroom atmosphere is one of courtesy to others. A respect for the opinions of others is encouraged. Put-downs are discouraged and avoided by the teacher. The teacher's behavior provides a model for the students in being accepting, tolerant, open-minded, and caring. This behavior is exhibited to each student, regardless of ability, sex, cultural/racial origin.

B. The students will acquire an awareness of sex, race, culture, disability and personal experience as factors in the development of customs and value systems. They will demonstrate respect for the values and perspectives of other persons and groups that may differ from their own.

Goal 4: To assist students to develop positive interpersonal and intergroup communication techniques as well as a motivation to play an active role in the solution of societal conflicts. Inherent in this goal is the understanding that present societal conflicts are a condition of centuries of cultural and group conditioning, and that improved human relations depends upon increased intergroup and interpersonal communication, understanding and cooperation.

Ojbectives

A. The students will demonstrate interpersonal communication skills such as: listening skills, humane expression of criticism or point of view, and empathetic feedback. They shall learn to avoid common barriers to positive interpersonal and intergroup communication.

B. Students will practice and improve their group problem solving and conflict resolution skills. They shall develop a reliable foundation for making ethical judgments and decisions.

C. Students will acquire an awareness of their duties, rights, responsibilities and privileges as members of a multicultural, nonsexist society.

D. Students will be motivated to become actively involved in the discussion and resolution of contemporary and future social issues.

Two mini-units were purposely introduced into this course to implement these objectives, among others. Excerpts from the introduction to Designs for English, by Martha Pomainville Cynthia Blankenship, and Barbara Stanford (Bantam Books), explain:

ORAL COMMUNICATION SKILLS

A major advantage of Designs for English over the traditional English program is the extensive training and practice afforded students in oral communication skills. "Interaction" is designed as an introductory unit to teach the basic skills of group interaction: organizing a group for effective work, leadership, active listening, and the use of techniques such as brainstorming and reaching consensus. And all units develop individual students' skills in leadership, group participation, and group problem solving. Since students are meeting in small groups, each member will have much more opportunity to talk than in a traditional classroom. And since the lessons are carefully constructed and evaluated, students learn to discuss productively.

SKILLS FOR LIFELONG LEARNING

Many students studying Designs for English will be nearing the end of their formal education. Those going on for further education will be expected to work much more independently. Another major advantage of Designs for English recognizes that there are a number of skills that individuals

need to enable them to work effectively on their own. The program teaches these skills, while providing a structure where the unskilled student can also work successfully. Planning is one skill necessary for effective self-direction. In each unit, students are guided through a carefully designed planning meeting. By the time they finish, they should recognize the importance of planning and be able to follow the steps on their own. Most units combine carefully structured meetings with meetings that require students to take initiative. Self-evaluation, another skill necessary for self-directed learning, is provided for as well.

GREAT BOOKS

A one semester elective for college bound junior and seniors

Goal 1: To assist students to develop positive and realistic self-concepts regardless of race, sex, cultural background or disability. This self-concept should be based upon an understanding and valuing of their own personal and group identities, as well as a greater awareness of their values and the relationship of those values to their everyday decisions and actions.

Objectives

A. The students will explore their own personal and group identities in order to develop positive but realistic perceptions of themselves in relation to their physical and social environment.

B. The students shall explore their personal and cultural values and the degree to which their everyday behavior mirrors those values. The focus of the course is to search out values in the classical literature of the western world. As an introduction, "Man's Search for Meaning" a Learning Center for the Humanities slide show is used. The first 9-weeks of the course is an exploration of the search for meaning and values in some of the great literature of the world. Materials include: the Bible, J.B., Archibald MacLeish, The Secret Sharer, Conrad, Macbeth Shakespeare, Plato's "Allegory of the Cave" Antigone, Sophocles The Stranger, Albert Camus, Chaucer's Canterbury Tales

Goal 2: To assist students to understand that all persons are members of the human race and have common needs, feelings and problems, while at the same time stimulating their respect for the uniqueness of each individual and cultural group. Inherent in this goal is the awareness that racism, sexism, cultural bias and bias toward the disabled are a social phenomena.

Objectives

A. The students will identify those needs which are common to all human beings regardless of race, culture, sex, or disability and develop respect for the uniqueness of each human being which is fostered by unique personal and group experience. The classroom atmosphere is one of courtesy to others. A respect for the opinions of others is encouraged. Put-downs are discouraged and avoided by the teacher. The teacher's behavior provides a model for the students in being accepting, tolerant, open-minded, and caring. This behavior is exhibited to each student, regardless of ability, sex, cultural/racial origin.

B. The students will acquire an awareness of sex, race, culture, disability and personal experience as factors in the development of customs and value systems. They will demonstrate respect for the values and perspectives of other persons and groups that may differ from their own.

C. The students will demonstrate positive intergroup communication skills by:

1. An understanding of culture, sex, race, and disability as factors in the communication process.
2. A familiarity with the origins and effects of stereotyping and prejudice.
3. An understanding of the concept of ethnocentrism and how it may affect their attitudes toward other groups.

The racism, sexism, and ethnocentrism of the classics is discussed whenever possible. The role of women throughout the history of the western world provides a unifying link among the classics: the women of the Bible, Ruth and Esther, a Greek woman in conflict with her values and society, the women assigned to roles in the family or the church of medieval England, the woman struggling for power in Macbeth.

Goal 3: To assist students to develop positive interpersonal and intergroup communication techniques as well as a motivation to play an active role in the solution of societal conflicts. Inherent in this goal is the understanding that present societal conflicts are a condition of centuries of cultural and group conditioning, and that improved human relations depend upon increased intergroup and interpersonal communication, understanding and cooperation.

Objectives

A. The students will demonstrate interpersonal communication skills such as: listening skills, humane expression of criticism or point of view, and empathetic feedback. They shall learn to avoid common barriers to positive interpersonal and intergroup communication.

B. Students will practice and improve their group problem solving and conflict resolution skills. They shall develop a reliable foundation for making ethical judgments and decisions.

C. Students will acquire an awareness of their duties, rights, responsibilities and privileges as members of a multicultural, nonsexist society.

D. Students will be motivated to become actively involved in the discussion and resolution of contemporary and future social issues. Students choose half the course content themselves. Thus, a lot of the content will reflect their own values and concerns. The advanced nature of the course lends itself to group discussion and exploration.

PUBLICATIONS

A one-year course for journalism students

Goal 1: To assist students to develop positive and realistic self-concepts regardless of race, sex, cultural background or disability. This self-concept should be based upon an understanding and valuing of their own personal and group identities, as well as a greater awareness of their values and the relationship of those values to their everyday decisions and actions.

Objectives

A. The students will explore their own personal and group identities in order to develop positive but realistic perceptions of themselves in relation to their physical and social environment. Through the process of writing, students are encouraged to develop and refine values. This is especially true for those students writing editorials or review columns. To have your opinion published is one way to guarantee that your self-concept is secure, at least in the area revealed.

B. The students shall explore their personal and cultural values and the degree to which their everyday behavior mirrors those values. Students are not to editorialize in their objective writing. This concept is a difficult one to learn; but by recognizing where opinion creeps in, students learn objectivity in judging others.

Goal 2: To assist students to understand that both sexes, diverse racial/cultural groups and the disabled have made valuable contributions to the heritage of the United States and that this rich diversity enriches and strengthens our country. Inherent in this goal is the exposure of students to a broad range of career roles and lifestyles regardless of their sex, race, cultural heritage or disability.

Objectives

A. The students will explore a broad range of career roles and lifestyles regardless of their sex, race, cultural backgrounds or disability.

Students are assigned tasks without regard to sex, race, cultural heritage or disability.

Goal 3: To assist students to understand that all persons are members of the human race and have common needs, feelings and problems, while at the same time stimulating their respect for the uniqueness of each individual and cultural group. Inherent in this goal is the awareness that racism, sexism, cultural bias and bias toward the disabled are a social phenomena.

Objectives

A. The students will identify those needs which are common to all human beings regardless of race, culture, sex, or disability and develop respect for the uniqueness of each human being which is fostered by unique personal and group experience. A respect for the opinions of others is encouraged. Put-downs are discouraged and avoided by the teacher.

The teacher's behavior provides a model for the student's in being accepting, tolerant, open-minded, and caring. This behavior is exhibited to each student, regardless of ability, sex, cultural/ racial origin.

B. The students will acquire an awareness of sex, race, culture, disability and personal experience as factors in the development of customs and value systems. They will demonstrate respect for the values and perspectives of other persons and groups that may differ from their own.

C. The student will demonstrate positive intergroup communication skills by:

1. An understanding of culture, sex, race and disability as factors in the communication process. This becomes readily apparent when pronouns are used to mark gender in journalistic writing.
2. A familiarity with the origins and effects of stereotyping and prejudice.

Identification of both male and female in articles lends to discussion of how to correctly refer to people.

Goal 4: To assist students to develop positive interpersonal and intergroup communication techniques as well as a motivation to play an active role in the solution of societal conflicts. Inherent in this goal is the understanding that present societal conflicts are a condition of centuries of cultural and group conditioning, and that improved human

relations depends upon increased intergroup and interpersonal communication, understanding and cooperation.

Objectives

A. The students will demonstrate interpersonal communication skills such as: listening skills, humane expression of criticism or point of view, and empathetic feedback. They shall learn to avoid common barriers to positive interpersonal and intergroup communication.

B. Students will practice and improve their group problem solving and conflict resolution skills. They shall develop a reliable foundation for making ethical judgments and decisions.

C. Students will acquire an awareness of their duties, rights, responsibilities and privileges as members of a multicultural, nonsexist society.

D. Students will be motivated to become actively involved in the discussion and resolution of contemporary and future social issues. To produce both a monthly newsmagazine and the school yearbook demands group interaction and successful interplay of ideas and efforts. This is a valuable learning experience for students akin to future demands.

MASS COMMUNICATIONS

A one semester elective for juniors and seniors

Goal 1: To assist students to develop positive and realistic self-concepts regardless of race, sex, cultural backgrounds or disability. This self-concept should be based upon an understanding and valuing of their own personal and group identities, as well as a greater awareness of their values and the relationship of those values to their everyday decisions and actions.

Objectives

A. The students will explore their own personal and group identities in order to develop positive but realistic perceptions of themselves in relation to their physical and social environment.

The film project requires that students select an idea, refine and develop it, execute it, and then present it to a faculty evaluating committee. Such a task develops a student's identity.

B. The students shall explore their personal and cultural values and the degree to which their everyday behavior mirrors those values. A discussion of values and how they affect communication is an integral part of the communication theory unit.

Goal 2: To assist students to understand that all persons are members of the human race and have common needs, feelings and problems, while at the same time stimulating their

respect for the uniqueness of each individual and cultural group. Inherent in this goal is the awareness that racism, sexism, cultural bias and bias toward the disabled are a social phenomena.

Objectives

A. The students will identify those needs which are common to all human beings regardless of race, culture, sex, or disability and develop respect for the uniqueness of each human being which is fostered by unique personal and group experience. The classroom atmosphere is one of courtesy to others. A respect for the opinions of others is encouraged. Put-downs are discouraged and avoided by the teacher. The teacher's behavior provides a model for the students in being accepting, tolerant, open-minded, and caring. This behavior is exhibited to each student, regardless of ability, sex, cultural/racial origin.

B. The students will acquire an awareness of sex, race, culture, disability and personal experience as factors in the development of customs and value systems. They will demonstrate respect for the values and perspectives of other persons and groups that may differ from their own. This objective is especially met through the addition of a sex role activity to the television unit. (See Appendix B).

Goal 3: To assist students to develop positive interpersonal and intergroup communication techniques as well as a motivation to play an active role in the solution of societal conflicts. Inherent in this goal is the understanding that

present societal conflicts are a condition of centuries of cultural and group conditioning, and that improved human relations depends upon increased intergroup and interpersonal communication, understanding and cooperation.

Objectives

A. The students will demonstrate interpersonal communication skills such as: listening skills, humane expression of criticism or point of view, and empathetic feedback. They shall learn to avoid common barriers to positive interpersonal and intergroup communication.

B. Students will practice and improve their group problem solving and conflict resolution skills. They shall develop a reliable foundation for making ethical judgments and decisions.

C. Students will acquire an awareness of their duties, rights, responsibilities and privileges as members of a multicultural, nonsexist society.

D. Students will be motivated to become actively involved in the discussion and resolution of contemporary and future social issues, especially as they involve the media.

GOALS AND OBJECTIVES

Multicultural, nonsexist education concepts should be a visible, integral part of the social studies program. They should be visible in the goals and objectives, the curriculum guides, and the daily lesson plans. The following four goals and objectives, the curriculum guides, and the daily lesson plans. The following four goals are suggested as a model for the multicultural, nonsexist education program. Each goal is accompanied by a set of objectives specifically pertaining to social studies. Activities related to each of the objectives should be integrated into each grade level of the social studies program.

Goal 1: To assist students to develop positive and realistic self-concepts regardless of race, sex, cultural background or disability. This self-concept should be based upon an understanding and valuing of their own personal and group identities, as well as a greater awareness of their values and the relationship of those values to their everyday decisions and actions.

Objectives

A. The students will explore their own personal and group identities in order to develop positive but realistic perceptions of themselves in relation to their physical and social environment.

B. The students shall explore their personal and cultural values and the degree to which their everyday behavior mirrors those values.

Goal 2: To assist students to understand that both sexes, diverse racial/cultural groups and the disabled have made valuable contributions to the heritage of the United States and that this rich diversity enriches and strengthens our country. Inherent in this goal is the exposure of students to a broad range of career roles and lifestyles regardless of their sex, race, cultural heritage or disability.

Objectives

A. Students will demonstrate an awareness of the valuable and unique contributions that diverse racial/cultural groups, both men and women, and the disabled have made to the historical and contemporary heritage of Iowa and the United States.

B. The students will explore a broad range of career roles and lifestyles regardless of their sex, race, cultural backgrounds or disability.

C. Students will acquire an understanding or how the involvement and persepctives of diverse cultural/racial groups and both women and men enriches and strengthens the United States.

Goal3: To assist students to understand that all persons are members of the human race and have common needs, feelings and problems, while at the same time stimulating their respect for the uniqueness of each individual and cultural group. Inherent in this goal is the awareness that racism, sexism, cultural bias and bias toward the disabled are a social phenomena.

Objectives

A. The students will identify those needs which are common to all human beings regardless of race, culture, sex, or disability and develop respect for the uniqueness of each human being which is fostered by unique personal and group experience.

B. The students will acquire an awareness of sex, race, culture, disability and personal experience as factors in the development of customs and value systems. They will demonstrate respect for the values and perspectives of other persons and groups that may differ from their own.

C. The students will demonstrate positive intergroup communication skills by:

1. An understanding of culture, sex, race and disability as factors in the communications process.
2. A familiarity with the origins and effects of stereotyping and prejudice.
3. An understanding of the concept of ethnocentrism and how it may affect their attitudes toward other groups.

Goal 4: To assist students to develop positive interpersonal and intergroup communication techniques as well as a motivation to play an active role in the solution of societal conflicts. Inherent in this goal is the understanding that present societal conflicts are a condition of centuries of cultural and group conditioning, and that improved human

relations depends upon increased intergroup and interpersonal communication, understanding and cooperation

Objectives

A. The students will demonstrate interpersonal communication skills such as: listening skills, humane expression of criticism or point of view, and empathetic feedback. They shall learn to avoid common barriers to positive interpersonal and intergroup communication.

B. Students will practice and improve their group problem solving and conflict resolution skills. They shall develop a reliable foundation for making ethical judgments and decisions.

C. Students will acquire an awareness of their duties, rights, responsibilities and privileges as members of a multicultural, nonsexist society.

D. Students will be motivated to become actively involved in the discussion and resolution of contemporary and future social issues.

GOALS: MULTICULTURAL, NONSEXIST EDUCATION

1. To assist students to develop positive and realistic concepts regardless of their race/culture or sex. This self-concept should be based on understanding and valuing their own personal and group identities.
2. To help students understand that all people are members of the human race and that sexism, racism, and cultural bias are social phenomena.
3. To help students become more aware of their own value systems and at the same time develop respect for the beliefs and values of individuals and groups that may differ from their own.
4. To help students develop an understanding of those needs, feelings, and problems common to all human beings regardless of sex, race or culture as well as the uniqueness of each individual fostered by personal experience and cultural heritage.
5. To help students understand that both sexes and the various racial/cultural groups have made valuable contributions to the heritage of the United States because each individual and group brings to our society unique strengths, attitudes, ideas, experiences and weaknesses.
6. To expose students to a broad range of career rules and life styles regardless of their sex or racial/cultural background.

7. To assist students to discover that in intergroup relations and interpersonal relationships there are alternative actions for each individual and that there are different rewards or consequences for the specific behavior selected.
8. To help students discover that group membership causes them to form beliefs and attitudes which influence their judgment of other persons and groups.
9. To help students understand that the involvement and perspectives of diverse cultural groups and both sexes enriches and strengthens the United States.
10. To help students understand that all citizens of the United States are legally guaranteed the same rights and responsibilities and to become aware of their personal rights and responsibilities as a member of a culturally pluralistic, nonsexist nation.

OBJECTIVES: MULTICULTURAL, NONSEXIST EDUCATION

1. A positive, realistic self-concept in every student regardless of race or sex. The students should be able to talk about themselves comfortably in the classroom. They would realize the things they like and dislike about themselves. Of the things they do not like, they should distinguish between those they cannot change (must learn to accept) and those where improvement is possible.
2. Student ability to listen.
3. Student awareness of the ways that human beings are alike and ways in which they differ, (e.g., race, sex, culture) that give them an individual and group identity. The student should be able to list similarities as well as differences when shown pictures of various races of human beings.
4. Student awareness of the various racial, cultural, and ethnic groups which make up America, as well as the realization that diversity enriches life and is a fundamental cornerstone upon which America was built.
5. A student awareness of the history, the contributions, the culture, and the values various subgroups in American society (races, sexes, ethnic groups. . .). The student should be able to list the major contributions various ehtnic groups have made to American culture.
6. Student awareness of the history and the contributions of women, as well as men, in developing this country.

8. A basic student realization of the lifestyles, roles and careers open to both men and women in our society.
9. Student ability to cooperate with other students in group problem solving activities. Where possible, this should be within race and sex integrated groups.
10. Student familiarity with writings, music, art, and the unique customs of various ethnic and racial groups and of women as well as men.
11. Student empathy for the desires, feelings, needs, and problems of others including the unique problems faced by persons of another race, sex, ethnic group, religion, or socioeconomic group.
12. Student ability to relate to other persons as individuals rather than as members of stereotyped groups, (sex, race, ehtnic groups, socioeconomic group, neighborhood, etc.). The student should understand the concept of stereotyping and the negative effects it has on human beings. Various common stereotypes should be discussed.
13. Student ability to settle disputes by means of discussion rather than by fighting. Students should be able to anticipate the results of overly aggressive behavior. They should be able to discuss interpersonal, intergroup, and sex role conflicts with all affected parties present.
14. Student ability to accept criticism without getting upset and to humanely criticize.
15. Student awareness of terms, language, and behavior that may be offensive to other individuals or other groups.

16. Students' ability to laugh at themselves and to avoid jokes which obtain their humor at the expense of others (ethnic, racial, or sexist jokes).
17. Students' respect for the viewpoints and values of others that may differ from their own.
18. Students' awareness of their rights, duties, and responsibilities as members of a culturally pluralistic, nonsexist society. The student should realize that in democratic society an individual or a group may have to subjugate one's wishes to those of the majority, but never one's basic rights. There should be also an awareness that in a majority rule democracy, rights of identifiable minority groups must be stringently protected.
19. Student understanding of basic human relations concepts such as: culture, ethnicity, race, stereotype, prejudice, discrimination, assimilation, ethnocentrism, migration-immigration, racism, sexism, values, etc.
20. Student awareness of non-verbal communication and its effects (actions speak louder than words). The student should utilize pantomine techniques to show how attitudes can be conveyed without speaking.
21. Students' understanding of the origins, the causes, and the effects of prejudice and discrimination. They should be aware of the way in which prejudice is transmitted from one generation to another and its tremendous cost to society.

22. Student ability to research and report on the problems of a specific group that has been discriminated against in the United States. It should be a group to which the student does not belong.
23. Student ability to role play social situations involving personal or intergroup conflict.
24. Student ability to recognize ethnocentrism in descriptions of other cultures or groups.
25. Student ability to do a comparative analysis of the experiences of European and minority ethnic groups.

Final Exam Essay: Introduction to Novel

Ray Bradbury's Fahrenheit 451 reveals a society where people must live outside the regulated life of the government to preserve what is important to them, what they want to pass on to their children. Among those things are books. Which book that you have read either this semester or in the past would you preserve for the future? In your answer explain the reasons for your choice, including your personal values as they influence that choice.

Read over 'New Housewife' cues new ads. Based on current analysis as indicated in that article, compose and design an ad for the '80s housewife/homemaker. Your product can be of any choice, but should in some way be something in the home.

Keep in mind the entire process of advertisement composition as indicated by "Stalking the Wild Cranberry."

'New Housewife' Cues New Ads

By Marilyn Hoffman, Christian Science Monitor, New York, New York

Does the dutiful, cheerful "little housewife" still exist? Is she living idyllically in her suburban split-level home, chauffeuring the children, shopping, cooking, and critically eyeing the state of her laundry or the shine on her ktichen floor?

Most advertisers apparently think so, since they blithely continue to beam commercials out to that vast target group known as "housewives, age 18-19."

Yes, the homemaker still exists, but she now constitutes but 36 percent of women in America, declares Rena Bartos, a senior vice president and director of communications development at the J. Walter Thompson advertising agency in New York. She is perhaps advertising's best known expert on the women's market.

According to Bartos, many homemakers within that 36 percent consider themselves atypical, and they plan later to work outside the home. She also says that 50 percent of U.S. women have joined the work force, and many of the remaining 14 percent are in school or retired.

Traditional housewives now are a minority group.

Paradoxically, she said that marketing leaders who pride themselves on knowing what's what seem to have been looking the other way during the last 10 years.

Bartos, a trained sociologist and researcher, began in 1972 to study the women's market in depth, tracking the social

changes and trends. She analyzed all her company's data and began to seek answers to some pertinent questions of her own, which she also fed into the company computer.

"I saw a new picture of women consumers emerging," she said. "It was clear that things change dramatically for a woman when she marries, when she goes back to work, when her children leave home and when (and if) she becomes single again through widowhood or divorce."

Bartos then saw that the women's market fell naturally into four district segments. In each the women have different motivations, are committed to different life-styles, favor different products and shop differently.

Working women, she found, could be classified as committed career types or as "just a job" workers who seek jobs out of economic necessity, a desire for independence or to add interest to their lives.

Homemakers could be divided into those who plan to remain at home and those who plan to find jobs later, most often after younger children are in school.

Bartos and her computer have come up with a few generalizations about each of these four groups:

A. Career women are the best-educated, the most style-conscious and the heaviest readers of magazines and newspapers; and as a group, they listen more to radio than any other group. They are the most likely to plan ahead, to be cautious and to be brand-loyal when they market.

B. Career types have the strongest and most positive self-images and see themselves as more broad-minded, self-assured, efficient and independent than the women in the other groups. They do, however, admit to being impulsive buyers.

C. The just-a-job working women claim to be "experimental" when they shop and not particularly loyal to brand names. They are more likely to try new products and new brands when they go marketing. In all ways, they are closest to the "norm."

D. The planning-to-work housewife is the youngest of

the four groups, and she echoes many of the same self-perceptions as the career woman. She is intelligent and aware and well educated. She is the most active user of all media and the most active consumer. She expects more help with the children from her husband and also watches the most TV.

The more traditional homemaker tends to think of herself as kind, refined and reserved and not as brave or dominating. In general, she is the oldest and has the lowest level of education. She is an economy-minded shopper who rarely buys on impulse and thinks of herself as more easily persuaded than the others do.

Bartos found husbands of working women to be far more likely to help around the house then are husbands of homemakers. They stay-at-home women are the least likely to expect to receive help from husbands and children, she said.

Women in all the categories have far more voice in the way families spend their money than they did a generation ago, according to her studies.

Bartos says social change in women's lives is not reflected in most of the advertising we see today. Ads continue to portray women as traditional housewives and mothers, shoppers, cleaners, and family cooks and to minimize their roles in the business and professional world and in community affairs.

More and more manufacturers and advertisers, however, are beginning to take this more diverse women's market seriously. Some have moved from daytime to prime-time slots on TV and radio to reach more of the working women. Many are updating their images of women in their commercials.

Viewing Log: SEX ROLES ON TELEVISION

Activity developed for television unit. Boys record women; girls record men Panel discussion to discuss results is stimulating.

Directions: The rest of this week you are to closely examine three programs for their portrayal of men OR women. Answer the questions below completely.

PROGRAM	CHARACTER	ROLE ON PROGRAM RESPONSIBILITIES	OCCUPATIONS	PLACES WHERE CHAR. SEEN	PROBLEM SOLVING ABILITY

WORDS THAT DESCRIBE CHARACTER'S PERSONALITY***FOR EXAMPLE weak/strong, mature/ juvenile, dull/intelligent

*Sui Generic: When Is A Man Not A Man?**

One may be saddened but not surprised at the statement "man is the only primate that commits rape." Although, as commonly understood, it can apply to only half the human population, it is nevertheless semantically acceptable. But "man, being a mammal, breast-feeds his young" is taken as a joke.

-Casey Miller, Kate Swift, Words and Women

If a woman is swept off a ship into the water, the cry is "Man Overboard!" If she is killed by a hit-and-run driver, the charge is "manslaughter." If she is injured on the job, the coverage is "workmen's compensation." But if she arrives at a threshold marked "Men Only," she knows the admonition is not intended to bar animals or plants or inanimate objects. It is meant for her.

-Alma Graham, lexicographer, quoted in Words and Women by Casey Miller and Kate Swift

1. Collect examples of changing usages related to the problem of masculine sounding words wich have male and female references.
2. Work with students on words that are presently in the process of changing meanings and see how the process compares to what has happened to some of the *-man* words. For example:

   Do only babies have babysitters?
   Do only ships take shipments?
   Are only kids kidnapped?
   Do you spend only dimes at a dimestore?
   Do you stir only tea with teaspoons?
   Are only white sheets sold at a white sale?
   Similarly,
   Are only men freshmen?
   Do only fellows get fellowships?
   Do only bachelors get bachelor's degrees?
   Can only men get workmen's compensation?

3. At the same time show how this area is truly confusing. Collect examples of the use of *man* words and sort them out as to which ones actually refer to a male, which ones clearly refer to both males and females, and which ones are ambiguous. Some interesting sentences to discuss include the Declaration of Independence's "All men are created equal," a recent job announcement stating that "The best candidate will be hired regardless of his race, creed, color, or sex," and a magazine announcement about a new product, "with which the layman can diagnose her own pregnancy."
4. Another way to demonstrate the confusion that exists is to pass out a long list of words which contain a masculine marker and have students circle those that they think could also refer to females. Compre the results. Some students will circle all the words, some only half, and some only a few or none at all. This is a vivid example of the potential for confusion.
5. Have fun by inventing a new set of pronouns and then rewriting old folktales or other common pieces using the new pronouns.
6. Take a piece that has lots of *man* words in it and then rewrite using *person*. The point is not necessarily to recommend this in all cases. Instead it is simply to bring the potential for confusion to students' attention.

**When She's a Woman*

From Aileen Pace Nilsen, NCTE Publications

WHAT SHOULD BE DONE ABOUT BIASED INSTRUCTIONAL MATERIALS

Schools cannot afford to discard books on short notice. On the other hand, in terms of the damage which biased materials have done over the years, educators cannot justify delaying some sort of action regarding sexism.

One solution to this dilemma is to use the stereotype and other offensive items to create awareness. The checklist below gives suggestions as to how this can be done.

Students

--Look for and learn to recognize bias that may be found in textbooks, library books, television programs, magazines, etc.

--Ask your librarians to help you identify non-racist, non-sexist books. Select books that help you understand people in other cultures or situations than your own.

--Point out bias in materials when you recognize it in materials you are using in school.

--Do a study of your textbooks. Ask your teacher if you can do this with other students as a project or as part of your own school work.

--Write letters to people who can help you learn more about bias in textbooks.

--Write letters to publishers and let them know when you have found bias in textbooks.

--Rewrite stories or textbooks to show how they might have been written to avoid bias or from another persons point of view.

Teachers

In the classroom

--"Level" with the students in your classroom. Point out racist or sexist bias of books or materials. Help them learn to identify sources of bias and important omissions in the materials.

--Develop classroom activities around identifying bias found in television, textbooks, movies, library books, magazines, etc.

--Incorporate the development of critical reading skills as an instructional objective for all your teaching, not just when special efforts are being made to identify bias in materials.

--Identify or develop supplementary materials which can help "correct" some of the bias of available materials.

--Design student research projects. These might include a study of their own textbook materials or their identification of supplementary materials.

--When sutdents have completed activities identifying bias, have them write letters and send reports to administrators, publishers, community groups and organizations working to reduce bias in textbooks.

--Invite local resource persons into your classroom to provide additional information and work with students on special projects and activities.

--Ask students to rewrite materials or write their own materials on subjects omitted from the textbook or write the material from other persons points of views.

--Use bulletin boards, posters, pictures, magazines, and other materials to expose students to information commonly excluded from traditional materials.

--Develop a classroom collection of non-racist, non-sexist reading materials for students. Identify books that students may be encouraged to seek out in their personal reading.

MULTICULTURAL NON-SEXIST ASPECT OF TEXTBOOK EVALUATION

Two main problems for analysis are distortion and omission.

Preliminary Analysis Steps

Omission:

1. Frequency counts of photographs and illustrations. The whole book can be done or two to three sections (front, middle, and back of book).

white male	white female
minority male	minority female

Can also specify the minorities pictured; Chicano, Asian, Black, Native American, etc.

Tally representation to develop a ratio.

2. Frequency counts of content material.
   How many times are minorities/ethnic groups and women mentioned in the text?
   The index can be useful in some types of textbooks; for example, social studies.

Omission/Distortion:

3. Non-sexist language
   - A. No common-sex singular pronoun. "The student...he"
     Alternatives -
     1. Use the plural. "The students...:they"
     2. Reword to eliminate
     3. Use "one, you", or "he" or "she."
   - B. Use of "man" in occupational terms when persons holding those jobs could be either sex. "Chairman"
     Alternatives -
     1. English is rich in alternatives without having to use the term "person"; such as moderator, presiding officer, head, chair.

     In the interest of parallel treatment, job titles for women and men should be the same.
     2. Steward and stewardess - flight attendant
     3. Policeman and policewoman - police officer
     The Dictionary of Occupational Titles has revised its listings to reflect parallel treatment and is the government's official source of job titles.

C. Omission of women - although "man" in its original sense carried the dual meaning of adult human and adult male, its meaning has come to be closely identified with the adult male. The generic use of man and other words with masculine markers should be avoided whenever possible.
Mankind - humanity, human beings, people, best man for the job - best person.

This is a preliminary analysis because further information and awareness may be necessary for an in-depth analysis of a text. Since omission and distortion have been a part of our own education, it may be difficult to judge and analyze when it occurs in content without further training or a specific evaluation form focused on particular content areas.

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10 QUICK WAYS TO ANALYZE BOOKS FOR RACISM AND SEXISM

Both in school and out, your children are being exposed to many books that convey racist and sexist attitudes. These attitudes--expressed over and over by books and other media--gradually distort their perceptions until stereotypes and myths about minorities and women are accepted as reality. It is difficult for a parent or a teacher to convince their children to question society's attitudes. But if you can show a child how to detect racism and sexism in a book, the child can proceed to transfer that perception to wider areas. The ten guidelines below are a starting point.

These fall into two parts. Part I is designed to help you detect racist and sexist bias in story books--children's picture books, primers, fiction, etc. Part II deals with school books--social studies, civics, history texts and other reference works. These same concepts can also be applied to adult books and any written material.

These guidelines are followed by a list of things you can do to combat the racism and sexism you find.

PART I: ANALYZING PICTURE AND STORYBOOKS

(1) Check the illustrations.

Look for stereotypes. A stereotype is an oversimplified generalization about a particular group, race, or sex, which generally carries derogatory implications. In the box on page 6 are some "famous" stereotypes. While you may not always find them in the forms described, look for variations which in any way demean or ridicule characters because of their race or sex.

Look for tokenism. If there are non-white characters, are they just like the white faces but tinted or colored in? Do all minority faces look stereotypically alike or are they depicted as genuine individuals?

Look at the lifestyles. Are minority characters and their setting depicted in such a way that they contrast unfavorably with an unstated norm of white middle class suburbia? For example, minorities are often associated with the ghetto, migrant labor, or "primitive" living. If the story does attempt to depict another culture, does it go beyond oversimplifications of reality and offer genuine insights into another lifestyle?

(2) Check the story line.

Civil Rights legislation has led publishers to weed out many insulting passages and illustrations, particularly in stories with Black themes, but the attitudes still find expression in less obvious ways. The following checklist suggests some of the various subtle forms of bias to watch for:

Relationships: Do the whites in the story have the power and make the decisions? Do non-white people function in essentially subservient roles?

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Standard for success: What does it take for a character to succeed? To gain acceptance, do non-white characters have to exhibit superior qualities--excel in sports, get A's, etc.? In friendships between white and non-white children ("brotherhood"), is it the non-white who does most of the understanding and forgiving?

Viewpoint: How are "problems" presented, conceived and resolved in the story? Are minority people themselves considered to be "the problem?" Do solutions ultimately depend on the benevolence of a white person?

Sexism: Are the achievements of girls and women based on their own initiative and intelligence, or is their success due to their good looks or to their relationships with boys? Are sex roles incidental or paramount to characterization and plot? Could the same story be told if the sex roles were reversed?

(3) Consider the effects of the book on the child's self-image and self-esteem. Are norms established which limit the child's aspirations and self-concepts? What does it do to Black children to be continuously bombarded with images of white as beautiful, clean, virtuous, etc., and black as evil, dirty, menacing, etc.? What happens to a girl's aspirations when she reads that boys perform all the brave and important deeds? What about a girl's self-esteem if she is not fair of skin and slim of body?

(4) Consider the author's illustrator's qualifications. Read the biographical material on the jacket flap or on the back of the book. If a story deals with a minority theme, what qualifies the author or illustrator to deal with this topic? If they are not members of the minority being written about, is there anything in the author's or illustrator's background that would specifically recommend them for this book?

Similarly, a book that has to do with the feelings and insights of women should be more carefully examined if it is written by a man--unless the book's avowed purpose is to present a male viewpoint.

The above observations do not deny the ability of writers to empathize with experiences other than those of their own sex or race, but the chances of their writing as honestly and as authentically about other experiences are not as good.

(5) Look at the copyright date. Books on minority themes--usually hastily conceived--suddenly began appearing in the mid-1960's. There followed a growing number of "minority experience" books to meet the new market demand, but these were still written by white authors and reflected a white point of view. Only very recently--in the late 1960's and early 1970's--has the children's book world begun to even remotely reflect and realities of a multi-racial society and it has just begun to reflect feminists' concerns.

The copyright date, therefore, can be a clue as to how likely the book is to be overtly racist or sexist although recent copyright date, of course, is no

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guarantee of a book's relevance or sensitivity. Note that the copyright date only means the year the book was published. It usually takes a minimum of one year--and often much more than that--from the time a book is written before it is actually published. This time lag has meant very little in the past, but in a time of rapidly changing consciousness, when children's book publishing is attempting to be "relevant," it is becoming increasingly significant.

PART II: ANALYZING SCHOOL TEXTS

(6) Determine the author's perspective.
There is no such thing as a truly objective account of history. It is always from some point of view. History and social studies texts have traditionally been written from a white European male perspective, and this has influenced what has been included and how it has been "reported." The traditional viewpoint has led to serious omissions and distortions of history, especially concerning minorities and women of all races.

The viewpoints of minorities and women are still largely excluded from most texts. There is, however, more likelihood that a textbook will reflect the realities of a multicultural society if it is not written solely from a white male perspective.

(7) Note the copyright date.
It takes considerably longer to produce a textbook than it does a storybook, often several year, and therefore texts have been even slower to reflect the growing consciousness about racism and sexism.

The Black protest movement forced the inclusion of Black history in the textbooks published during the late 1960's--in the form of inserted chapters, added paragraphs, and new illustrations. This patchwork approach was followed by efforts in the early 1970's to integrate the material into the body of the text. The situation regarding other non-white minorities and feminists has improved very little.

The first date given on the copyright page is the one that counts; subsequent revisions in the text (which later copyright dates indicate) generally fail to encompass a fundamental change in viewpoint. Even if the publisher were willing to make the costly revisions necessary, the editing out of viewpoints as pervasive as racism and sexism is virtually impossible.

(8) Examine the illustrations.
The range and type of the illustrations can serve as another indication of the textbook's viewpoint. Are Blacks, Chicanos, Puerto Ricans, Asian Americans, Native Americans, and women of different groups shown at all? Compare the number of men, the number of white women and the number of Third World men and women in the illustrations. Also note if minorities are shown in roles that are secondary to those of white males.

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(9) Watch for loaded words.
A word is loaded when it carries overtones of insult. Examples of loaded adjectives, usually racist, are: savage, primitive, conniving, lazy, superstitious, treacherous, wily, crafty, inscrutable, docile, and backward.

Look for sexist language and adjectives that ridicule women and for the use of the male pronoun to refer to both males and females. While the generic use of the word "man" was accepted in the past, its use today is an indication of a writer's lack of awareness. A listing of sexist as contrasted to non-sexist, preferred usage appears in the accompanying box.

(10) Note the heroes and heroines.
For many years textbooks showed only "safe" minority heroes and heroines--those who avoided serious conflict with the white Establishment of their time. Minority groups today are insisting on the right to define their own heroes and heroines based on their own cultures and struggles for justice. The accompanying box lists heroes and heroines who are usually omitted from textbooks or treated fleetingly or disparagingly. Check the index to see if these figures are included; then examine how they are treated in the text.

Taken from - INTERRACIAL BOOKS FOR CHILDREN
Vol. 5 Number 3, 1974

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EVALUATION OF CURRICULUM MATERIALS FOR RACIAL & SEXUAL BIASES

Name of Material: _____ Publisher: _____

Author: _____ Grade Level (s): _____

Price: _____ Evaluated By: _____

BE SPECIFIC WHEN MAKING COMMENTS LIST PAGE NUMBERS

POINTS TO CONSIDER	RACIAL BIASES	SEXUAL BIASES
1. Check the illustrations a. Look for stereotypes		
b. Look for tokenism		

POINTS TO CONSIDER	RACIAL BIASES	SEXUAL BIASES
c. Look at lifestyles		
Check the storyline a. Relationships		

POINTS TO CONSIDER	RACIAL BIASES	SEXUAL BIASES
C. Watch for loaded words		
2. Note the heroes and heroines		

POINTS TO CONSIDER	RACIAL BIASES	SEXUAL BIASES
b. Standard for success		
c. Viewpoint		
3. Consider the effects of item on student's self-image		

POINTS TO CONSIDER	RACIAL BIASES	SEXUAL BIASES
4. Consider the author's and illustrator's qualifications and perspective	Author's: Illustrator's:	Author's: Illustrator's:
5. Look at the copyright date		

INSTRUMENT FOR ANALYZING MATERIALS FOR EDUCATIONAL EQUITY

Definition of Educational Equity:

Educational Equity is an educational philosophy which seeks to prepare all students to be citizens committed to the affirmation of the dignity and worth of human beings, regardless of their race, ethnicity, culture, religion, sex, age, mental or physical difference.

Introductory Guidelines:

Please read or view adequate samples of the text, teacher's guide, workbooks and media materials checking several sections from beginning to end. In books of fiction, consider the author's intent as well as the exact wording.

Do not assume that readers will have previous knowledge about groups of people. For example, most people know very little about persons with disabilities. Make certain information is clear, accurate, and complete.

Textbooks should contain expanded materials for slow-learners and gifted students. Some texts provide these materials; it should be obligatory that teacher's guides and workbooks contain them also.

Look at the first date of publication. If it preceeds 1970, there will be little racial equity. If it preceeds 1974, there will be little sex equity. If a book has several publication dates, use the original date as your guide. In a history book, for example, this probably means added pages to up-date the book, but not a complete revision of philosophy or content.

Directions:

Items are evaluated in two ways:

1. Circle L (little or none), M (moderate), E (extensive)
2. Circle yes or no

In cases of bias, please note the pages. Publishers are generally eager to eliminate objectionable subject matter and should be informed about it.

Each section has a space for comments. The space is for you to extend or explain your answer.

Please refer to the attached "Educational Equity Terminology Guide" for needed definitions.

August 1979

Nancy Cowles
Jane Ellefson
Debra Mabry-Strong
Charlotte Manton
Marge Meduna
Dick Patterson

CRITERIA FOR ALL ASPECTS OF EQUITY

L= Little or none M= Moderate E = Extensive

	Race	Sex	Disability	Aging	Religion	Poverty
I. Are there examples of oppression?	L M E	L M E	L M E	L M E	L M E	L M E
Treating people as objects	L M E	L M E	L M E	L M E	L M E	L M E
Stereotypes	L M E	L M E	L M E	L M E	L M E	L M E
Tokenism	L M E	L M E	L M E	L M E	L M E	L M E
Patronizing	L M E	L M E	L M E	L M E	L M E	L M E
Pity	L M E	L M E	L M E	L M E	L M E	L M E
"Them and Us"	L M E	L M E	L M E	L M E	L M E	L M E
Paternalism	L M E	L M E	L M E	L M E	L M E	L M E
If bias is found, cite pages. Comment.						
II. Are illustrations appropriate?						
Photographs	L M E	L M E	L M E	L M E	L M E	L M E
Drawings	L M E	L M E	L M E	L M E	L M E	L M E
Realistic presentation (stereotypical caricature or coloring in white features)	L M E	L M E	L M E	L M E	L M E	L M E
If bias is found, cite pages. Comment.						
III. Are the contributions of the minority disproportionate to facts? Comment.	L M E	L M E	L M E	L M E	L M E	L M E

CRITERIA FOR ALL ASPECTS OF EQUITY	L = Little or none M = Moderate E = Extensive					
	Race	Sex	Disability	Aging	Religion	Poverty
IV. Commonalities: Are human qualities of all people shown? Comment	L M E	L M E	L M E	L M E	L M E	L M E
V. Uniqueness: Are people shown as individuals? Comment.	L M E	L M E	L M E	L M E	L M E	L M E
VI. Are expectations based on ability rather than stereotype? Comment.	L M E	L M E	L M E	L M E	L M E	L M E
VII. Is there equal reward and recognition for equal contribution? Comment.	L M E	L M E	L M E	L M E	L M E	L M E
VIII. Is unnecessary language used to label a person? e.g., The woman lawyer... The Black doctor... Comment.	L M E	L M E	L M E	L M E	L M E	L M E

CRITERIA FOR RACE AND ETHNICITY

'60

I. a) Is the content accurate? Yes No
b) Are there significant omissions? Yes No

Comment:

II. a) Are racial/ethnic goups integrated into the society? Yes No
b) Are racial/ethnic groups shown in isolation? Yes No

Comment:

III. Are racial/ethnic groups shown with a diversity of life styles (social and economic)? Yes No

Comment:

IV. Are racial/ethnic groups shown with a diversity of physical characteristics? Yes No

Comment:

V. Are members of racial/ethnic groups shown as leaders? Yes No

Comment:

CRITERIA FOR SEX BIAS

I. Roles

Are both women and men depicted:

As assertive/receptive L M E
As leader/led L M E
As nurturer/nurtured L M E
In non-traditional employment L M E
With respect for preference regarding life styles, associations L M E

If not, cite examples:

II. Are these qualities accepted equally for both sexes?

Compassion	Yes	No
Tenderness	Yes	No
Competition	Yes	No
Daring	Yes	No
Independent	Yes	No

Comment:

III. Are common but infrequently portrayed life-styles shown (unmarried, single-parent family, extended family)? Yes No

Comment:

IV. Content

a) Is the content accurate?	Yes	No
b) Are there significant omissions?	Yes	No

Comment:

V. Are women or men treated as sex objects? e.g., macho male, buxom blonde Yes No

Comment:

CRITERIA FOR PERSONS WITH DISABILITIES

I. Are these stereotypes shown?

The "holy innocent" (Tiny Tim)	L M E
Villain (Captain Hook)	L M E
Super-human (over-compensates for loss)	L M E
Bionic (Frankenstein monster)	L M E
Bumbling	L M E
Economically deprived	L M E
Jester	L M E
Self pitying	L M E
Sexless	L M E

If stereotypes are found, cite pages:

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II. Content

a) Is the content accurate? Yes No
b) Are there significant omissions? Yes No

Comment:

III. Are the abilities of people with disabilities demonstrated? Yes No

Comment:

IV. Is there an awareness of diversity of abilities among people with disabilities? e.g., two people in wheel-chairs will not necessarily have the same disabilities or abilities. Yes No

Comment:

V. Are persons with disabilities integrated into the mainstream of society? Yes No

Comment:

VI. Are persons with disabilities shown in leadership roles? Yes No

Comment:

VII. Are persons with disabilities shown as overprotected? Yes No

Comment:

CRITERIA FOR AGING

I. Are these stereotypes shown?

Senile	L M E
Deaf	L M E
Sexless	L M E
Harmless	L M E
All-knowing	L M E
Useless	L M E
Toothless	L M E

If stereotypes are found, cite pages:

II. Are the aging integrated in the mainstream of society? Yes No

Comment:

III. Do they bear a positive influence on society? Yes No

Comment:

IV. Are they shown as having a variety of life-styles? Yes No

Comment:

V. Are their talents and experience utilized and respected by society? Yes No

Comment:

LINCOLN PUBLIC SCHOOLS

Educational Equity Terminology

ASSIMILATION A process through which two previously distinct groups blend into one unified group. In the United States the "melting pot" theory suggested that a variety of races, cultures and ethnic groups should blend becoming the "American" culture. In reality many racial and ethnic groups have not "blended" and remain the separated and oppressed peoples. In order for many of the successfully assimilated groups to enter the "American" culture, they were forced to deny their culture identities and adopt the dominant, white, middle-class standards, values, norms and behaviors. (adapted from *Dr. Robert Terry's For Whites Only, Wm. B. Eerdmans Pub. Co., Grand Rapids, 1971.)

CULTURAL PLURALISM A view of the U.S. society in which racial and ethnic groups maintain their cultural identity while sharing in and contributing to the culture of the mainstream of society. (See Pluralism)

EMPATHY The capacity of a person to participate in another person's feelings or ideas.

ETHNICITY Quality of sharing the same culture, especially customs, language, social values and belief systems.

ETHNOCENTRISM A tendency toward viewing alien cultures with disfavor and a resulting sense of inherent superiority. (Webster's Third International Dictionary of the English Language, unabridged.)

INSTITUTIONS Are fairly stable social arrangements and practices through which collective action is taken. Examples are government, business, unions, schools, churches, courts and police.

MINORITY A group smaller than or in some way different from the controlling group of which it is a part. Different groups may be minorities in various communities or situations.

NATIONALITY A quality of shared citizenship in a country defined by political boundaries.

OPPRESSED Individuals or groups who are denied access to resources, power structures and identity in society or in the institutions of society. In reality these individuals or groups are victims.

PATERNALISM A fatherly, authoritative role which regulates conduct and methods of meeting needs.

PATRONIZING Adopting an air of condescension toward another.

PITY Sorrow for another person's troubles; sometimes implies contempt because the other person is regarded as inferior.

PLURALISM "...a state of equal co-existence in a mutually supportive relationship within the boundaries or framework of one nation of people of diverse cultures with significantly different patterns of belief, behavior, color and in many cases with different languages."
Badges and Indicia of Slavery: Cultural Pluralism Redefined, Blourock, Bowman and Pantoja, University of Nebraska, 1975.

Pluralism demands an equitable distribution of resources, power and decision-making among all groups. Diversity of groups and cultures would be preserved and differences respected. Groups would collaborate with one another for common objectives, rather than one group dominating all the others.

PREJUDICE Holding unfavorable opinions, attitudes or feelings formed without previous knowledge, thought or reason. Making judgments based upon ignorance.

RACE A group of people originally identified by geographical areas, today identified as having similar physical characteristics. (See p. 11, Teaching for Multicultural Understanding by Tiedt and Tiedt for further information.)

RACISM: INDIVIDUAL/INSTITUTIONAL "Any attitude, action or institutional structure which subordinates (or oppresses) a person or group because of their color...Racism is not just a matter of attitudes; actions and institutional structures can also be a form of racism." U.S. Civil Rights Commission.

Racism can be manifested individually, institutionally and culturally, and is equally oppressive in its effects whether it is intentional or unintentional. Racism is different from racial prejudice, hatred or discrimination because racism involves having the power to carry out systematic discriminatory acts through the major institutions of society.

Racism/sexism exists when any one color/gender group intentionally or unintentionally:

- --inequitably distributes resources
- --refuses to share power
- --maintains unresponsive and inflexible institutional policies, procedures and practices
- --and imposes a ethnocentric/gendercentric culture/mission on other color/gender groups

for its "supposed" benefit and justifies its actions by punishing, blaming, ignoring the minority and/or helping the other color/gender group. (Robert Terry, 1977)

RACIST An individual or institution which practices, and thereby supports, racism.

SEX Structural and functional characteristics which distinguish males and females.

SEXISM: INDIVIDUAL/INSTITUTIONAL Any attitude, action or institutional structure which subordinates (or oppresses) a person or group because of their sex. Sexism is not just a matter of attitudes; actions and institutional structures can also be a form of sexism.

Racism/sexism exists when any one color/gender group intentionally or unintentionally:

--inequitably distributes resources
--refuses to share power
--maintains unresponsive and inflexible institutional policies, procedures and practices
--and imposes a ethnocentric/gendercentric culture/mission on other color/gender groups

for its "supposed" benefit and justifies its actions by punishing, blaming, ignoring the minority and/or helping the other color/gender group. (Robert Terry, 1977)

SEXIST An individual or institution which practices, and thereby supports, sexism.

STEREOTYPE A standardized mental picture that is held in common by members of a group and that represents an oversimplified (and often negative) opinion, attitude or judgment.

"THEM AND US"/"YOU PEOPLE" Disassociating self from the oppressed person or group in a condescending and often stereotypic manner.

TOKENISM Taking a few minorities into the controlling group for the purpose of appearances or to meet legal requirements.

FILM EVALUATION FORM

Name of Film: _____

Curriculum Area: _____

Intended Level of Use: K-1-2-3-4-5-6-7-8-9-10-11-12

AREAS TO BE EVALUATED

LANGUAGE: SEXIST NON-SEXIST
Is the language sexist or nonsexist. Example: _____

_____

_____

STEREOTYPES: SEXIST RACIST ETHNIC
An oversimplified generalization about a particular group, race, or sex. Example: _____

_____

TOKENISM: SEXIST RACIST ETHNIC
Does the appearance of a minority person look artificial. Example: _____

_____

LIFE STYLES: SEXIST RACIST ETHNIC
Does it depict any given group as being associated with a particular lifestyle, economically or socially. Example: _____

_____

RELATIONSHIP: SEXIST RACIST ETHNIC
Are minorities portrayed in only subservient roles. Example: _____

_____

STANDARDS FOR SUCCESS: SEXIST RACIST ETHNIC
Do minorities characters have to exhibit superior qualities for success. Example: _____

_____

SEXISM: PRESENT NON-PRESENT
Are sex roles incidental or paramount to characterization. Example: _____

_____

CONCLUSION:

1. YES NO Is this film suitable for the intended use, without an introductory explanation about the above items.

2. YES NO Although biased in it's presentation, can this film be used with a suitable introductory explanation.

HIDDEN CURRICULUM IN A HIGH SCHOOL TEXTBOOK

Examples used to illustrate concepts about composition in The Lively Art of Writing

Lucille Vaughan Payne
Follett 1970

"The average housewife needs to surround herself with as many beautiful things as possible. Otherwise she is likely to find her life drab and meaningless. If her only interest were status, she could buy goldplate or some of the new and even more expensive metals. Far from being a mere status symbol, sterling silver is an intimate and enduring symbol of basic family relationships."

"The American buggy race is a thing of the past, but its spirit is not. It lives on today at a thousand dragstrips, where teen-age boys now race their hotrods just as their grandfathers once raced their horse-drawn rigs. The boy behind the wheel of that roaring modern buggy, however, has a great deal more than his grandfather's daring spirit. He has a machine built mainly with his own hands and a head full of technical knowledge that grandpa never even dreamed about. Every race he drives is not only a contest but a test-a test of his knowledge as well as his skill as a driver. Like his grandfather, he will race every challenger, but today's drag-racing teen-ager is primarily an automotive engineer, as eager to test his theories as to win races."

"Something should be done about the problem immediately. Girls spend too much time on their hair."

"Girls are a nuisance.
Nevertheless, they are wonderful"

"Girls are a nuisance.
Furthermore, they are gossips."

"She combed her hair, powdered her nose, and checked her lipstick!"

"He put the model airplane together neatly, accurately and with a great deal of skill."

"The boy wiped the windshield, cleaned off the dirty headlights, polished the chrome trim, and even the hubcaps were checked."

"She was a good cook and also kept house well."

"He hoped either to be elected president of his class or make the highest grades."